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Memorial of

JOSHUA BATES, LL.D.,

LATE MASTER OF

THE BRIMMER SCHOOL, BOSTON.

NOT PUBLISHED.

BRIMMER SCHOOL

BOSTON

1889

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(Bates, J.)

Hyde

[1889]

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TO MRS. JOSHUA BATES:—

*Actuated by a desire to possess in more enduring form, the various testimonials to the noble character, the entire devotion, and the great success of your husband in his life work as a teacher, this compilation is made by one who taught beside him, and knew him intimately through his long career.*

G. B. HYDE.



## JOSHUA BATES AND HIS TIMES.\*

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BY GRANVILLE B. PUTNAM, FRANKLIN SCHOOL, BOSTON.

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THE century of the centuries is nearly ended. Its record will soon be closed. Its history will soon be written. The unrivalled progress of which we hear so much is not an idle boast. The world is a witness to it.

In New England were early planted seeds of influence which in their development must stimulate thought and incite to noble deeds. While the soil of imperial states was yet untrodden, while a host of cities, of which the nation, to-day, is justly proud, were not yet dreamed of, the church and the school were here exerting a mighty power over her sons, many of whom were subsequently to go forth to found these later commonwealths and build these cities. To those who planted these seeds, especially to those who filled her pulpits and taught her schools, should willing honor be paid. The product of her institutions is seen in every department of her own life, and is felt wherever her sons have made their homes.

\* Reprinted, by permission, from EDUCATION for September, 1888.

Law boasts its Evarts, medicine its Bowditch, the pulpit its Brooks, art its Greenough, statesmanship its Sumner, eloquence its Phillips, the speaker's desk its Winthrop, and the governor's chair its Everett, all Boston school-boys, illustrious sons of a mother worthy of the honor which their names confer. Hundreds more, well known to fame, might be adduced, but these will serve to indicate the results of the teaching and training, the conditions and circumstances by which her boys were reared.

For nearly half of this century, so potent in its influence, Joshua Bates was faithfully instructing the minds, and moulding the characters of children living within the present limits of this city. It is fitting then, now that his labors are ended, that we should recall the story of his life, and something of the times in which his work was accomplished.

There was a period during the latter part of the eighteenth and the first of the present century, in which educational interests sadly declined throughout the country. During the Revolution the public schools, even in Boston, had been suspended, and the effects of this struggle for independence were felt for many years. Before its baneful influence was overcome the war of 1812 occurred, and it, too, had its attendant evils, serving as an incubus upon the schools during the years that followed. The interest of the public, so marked at the first, when many of the settlers were men of letters who had brought with

them their love of learning, had waned. Teachers were largely incompetent and were poorly paid. Schoolhouses were neglected and were provided with none of the equipments now considered essential. One large room, with perhaps two hundred pupils, the master at one end and the usher at the other, two recitations in progress at the same time, a large stove near the door, with pipe extending the length of the room, desks sloping towards a central aisle, no globe, nor wall-map, nor blackboard; this is the picture of the schoolroom as presented in 1830. There was no vocal music, no drawing, no object lesson, no geography worthy the name, no vocal training, no physical exercises, no physiology or hygiene, and no instruction in the elements of science. A great part of the time was given to reading and writing and to arithmetic, without any attention to principles.

It will thus be seen that the unique educational progress of the nineteenth century did not commence until the first third of it was nearly ended.

It will be my purpose to show the origin of some of the important movements inaugurated during the second third, and the part which Mr. Bates had in their inception and progress. But before doing this, it were well to present a brief account of his early life.

Mr. Bates was born in Dedham, Mass., where his father was pastor of the Congregational church, on the 17th of March, 1810. In 1818 the latter was elected president of

the college at Middlebury, Vt., to which town he then removed. That Joshua might the better complete his preparation for college, he was sent to Phillips Academy at Andover, where he remained till 1828, when he entered the freshman class of the institution over which his father presided. He graduated with honors in the class of 1832. During his college course, he taught two or more winters in district schools, and at its close he was engaged for one year in a private school at Springfield. In the fall of 1833, he was elected to the position of a master in the "Old Training Field School" in Charlestown, at a salary of seven hundred dollars. This was afterwards known as the Winthrop, and is now the Frothingham School.

Although the English High School of Boston had been established as early as 1821, most of the towns in its vicinity were still without schools of this grade. In Charlestown, Mr. Bates was selected to receive from all parts of the town those pupils who desired an advanced course, or preparation for college, so that his work was, to some extent, that of the high school teacher of the present day.

The first movement towards an educational revival seems to have been made in Essex County, where an association of teachers was formed in Topsfield in 1829. This is believed to be the first attempt in this country to bring together the scattered teachers for consultation and mutual improvement. The late Gen. Henry K. Oliver was its first president.



On the 15th of March, 1830, a few friends of education met at Columbian Hall, Boston, to consider what could be done to strengthen and advance the cause in which they were engaged. As a result of this conference, another and more general meeting was held in Representatives' Hall at the State House, in August of the same year. Eleven states were represented. It was the wish of many to form a State Association, but the pleas of those from other states were heeded and the American Institute of Instruction, which has just held its fifty-ninth annual meeting at Newport, was organized with William B. Calhoun of Springfield, as its president. The object of the Institute as then set forth was "to promote the cause of popular education, to elevate the character of instruction, to widen its sphere, to perfect its methods, as well as to compare opinions upon topics relating to it."

That the teachers of New England were ready for such an association is evident from its strength and vigor from the very first. Twelve to seventeen lectures were given each year by the ablest men among them. Among the many, I select a few: Warren Colburn lectured on Arithmetic; Thomas Sherwin on Geometry; George D. Tichnor on Language; William Russell on Reading; Horace Mann on Spelling; Richard Green Parker on Composition; Gould Brown on Grammar; George S. Hilliard on History; and James Murdock on Elocution. The words of such men upon topics in which each was

an expert, could not fail to arouse a lively interest. The name of President Bates appears in the list of early officers and lecturers, and in 1847 Joshua Bates of Boston was one of the vice-presidents and was chairman of the Committee on Nominations.

In August, 1852, the Institute met at Troy, N. Y., and he gave his well-remembered lecture upon Thomas Arnold, which won for him great praise. It was felt, however, by members of the Essex County Association, and doubtless by others, that the Institute did not fully meet their wants, and that there was still need of a state association. A committee, of which Charles Northend was chairman, was appointed to take measures to secure its formation. In response to a circular issued by this committee, a convention was held at Brinley Hall in Worcester, on Monday, November 24, 1845.

The Massachusetts Teachers' Association was then and there formed. Oliver Carlton of Salem was its first president, and Joshua Bates one of its vice-presidents. At its third annual meeting, a committee, of which he was chairman, was appointed to bring to the legislature the subject of "Truancy," and in 1850 he gave a lecture upon "The Enactment of a Law to prevent Truancy and Irregular Attendance." At the meeting in 1845, at which the Association was formed, a committee was appointed to consider the expediency of establishing a "Teachers' Journal" to be its organ. As it would assume no pecuniary

responsibility, there was some delay, and it was not till December, 1847, that four gentlemen met in Mr. Bates' room at the United States Hotel to decide upon the name the magazine should bear, and to read the first proof. For several years this room and the study of Mr. Philbrick at his own home were the editorial rooms of the "Massachusetts Teacher."

We can form but little idea of the pecuniary sacrifice, the time and effort freely given by these gentlemen that it might be established upon a firm basis. The first year there were but 250 paying subscribers, and ten years elapsed before the list was increased to 2,000. Educational magazines had before existed as private enterprises. The first in the country\* was published from 1826 to 1830. It was edited by William Russell, and called *The Journal of Education*. This was succeeded by the *Annals of Education* which continued from 1831 to 1839, under the editorship of William C. Woodbridge.

In November, 1838, Horace Mann started the *Common School Journal*, which was published in Boston until 1852, William B. Fowle being its editor during the last few years of its existence. While Mr. Bates was still in Charlestown

\* The *Academician*, a semi-monthly magazine, "containing the elements of scholastic science and the outlines of Philosophic Education, predicated on the analysis of the human mind and exhibiting the improved methods of instruction," was published in New York from 1818 to 1820 and edited by Albert Picket and John W. Picket. — [EDITOR.]

the State Board of Education was organized, being created by an Act of the Legislature in April, 1837. Horace Mann, who had been largely instrumental in securing it, was secretary, and Edward Everett president. Mr. Mann used the Common School Journal as the semi-official organ of the Board.

For ten years or more, efforts had been made to secure normal schools in Massachusetts. The idea was deemed by many men of influence at the State House, to be both visionary and impracticable. The eloquence of John Quincy Adams, Webster, Rantoul, and Everett was enlisted in their behalf, but they were not secured until Edmund Dwight pledged \$10,000 for their support, on condition that the State provide an equal sum.

On the 3d day of July, 1839, the doors of the first Normal School in America were opened. Rev. Cyrus Peirce, who had said, "I had rather die than fail," was its first principal. In a hired building, an old academy at Lexington, on the morning of that day, assembled three pupils. These girls, the first female Normal School students in the world, took turns in sweeping the room, and Father Peirce, as the weather became cool, made the fire.

What small beginnings; yet less than fifty years have passed and now every state and almost every large city has its normal schools. Let July 3, 1889, witness a worthy semi-centennial celebration. The names of James

G. Carter, Charles Brooks, Edmund Dwight, and Horace Mann should ever be held in remembrance, in connection with these schools so indispensable, to a complete system of public instruction.

In 1852, while Barnas Sears was secretary of the Board, the first Teachers' Institute, or "Flying Normal School," was held in Boston, although they had been held in other cities before this. The afternoons and evenings of four days were given to it and schools were dismissed that teachers might attend. The meetings were held in the Lowell Institute, and at the close, Mr. Bates as chairman of a Committee on Resolutions, in behalf of the teachers of the city, presented thanks to the Legislature for the establishment of the Institutes.

Lowell Mason, on his return from Europe in 1840, set himself to secure the introduction of music into the schools. This took place in Boston in 1844, and drawing was introduced at about the same time. School supervision became also a subject of discussion, and after years of agitation the Boston School Committee, in 1851, decided to employ a superintendent of schools, and Nathan Bishop was elected to the position.

Space will not permit me to give any account of the introduction of evening schools, changes in school buildings, grading of pupils, and many other improvements affecting the schools of this Commonwealth, and, through it, the schools of the civilized world. It will be observed

that a large part of the educational agencies which are still influential, had their origin in the early part of the active life of Mr. Bates, and that he had no small share in their adoption and continuance. When he entered the Brimmer School as master of the grammar department in 1844, it had just been organized in Common Street, upon the site where the Franklin School had stood before its removal to Washington Street. There were then nineteen schools in the city of the Grammar grade. These were the Eliot, Hancock, Endicott, Mayhew, Bowdoin, Boylston, Adams, Franklin, Johnson, Wells, Hawes, Mather, Winthrop, Brimmer, Otis, Phillips, Lyman, New South, and Smith. The latter was for colored children. All of these, except the last three, were upon the "double-headed" plan,—one master at the head of the Reading and another of the Writing department. This anomalous plan was not entirely discontinued until 1856, although the present one was introduced at the Quincy School in 1848, under the charge of John D. Philbrick. But nine of the nineteen schools of forty years ago, still remain. The demands of business occasion changes in population, which result in the depletion of some and the erection of many more new ones.

The Brimmer School had, in 1845, 513 pupils. Thirty-six of these were in the first class, and their average age at graduation was thirteen years. The agitation of Horace Mann had led the Boston School Committee to



fear that the schools of the city were not in a desirable condition. In view of this, a sub-committee was appointed in 1845 to examine them. The committee was an able one, consisting of Theophilus Parsons, S. G. Howe, and Rollin H. Neale. In due time, they presented a most elaborate and detailed report of every school, in each branch of study, and pronounced the results unsatisfactory.

I give a few of these, as examples showing the per cent. of correct answers which were obtained: —

|              | Highest per cent. | Lowest per cent. |
|--------------|-------------------|------------------|
| Geography,   | Winthrop, 46      | Otis, 18         |
| History,     | Adams, 59         | Phillips, 8      |
| Philosophy,  | Bowdoin, 36       | Johnson, 12      |
| Grammar,     | Adams, 61         | Otis, 15         |
| Definitions, | Eliot, 55         | Phillips, 8      |

Written examinations alone are never a just test of the condition of a school, especially if the questions are prepared by outsiders and, if, as in this case, the pupils are unaccustomed to such examinations. I must admit, however, that there was some good ground for the decision of the committee. This comparison of schools engendered strife and ill-will which twenty years did not wholly remove. If it secured good, it was not unalloyed.

Although Mr. Bates had been but a year in the Brimmer, which seems to have been neither the highest or the lowest in rank, in any study, the committee speak of its "excellent master" and say, "We regard his methods

and principles of discipline and instruction entitled to praise and of much promise."

The report of 1847 says: "Of the boys' schools, we give the Brimmer School the first rank. The mind of the energetic teacher has been brought in contact with the minds of his pupils and a spirit of reading, of inquiry, and general activity has been excited."

It is safe to say that for more than thirty years it continued to rank among the very first. Of his work in the routine of the schoolroom, I can say but little, except to point to the results secured. A former sub-master, Mr. Boardman, for many years master of the Lewis School, writes: "His influence on his own class and upon the boys of the entire school was always of the right kind. He inspired in the boys a feeling of self-respect, a disposition to gentlemanly bearing, an ambition to go to the High School and afterwards to seek eligible and honorable positions in the work of the world. The boys in whom he encouraged self-respect have shown the highest regard for him in maturer years. He ever sought the best teachers, and with beginners was patient, giving helpful advice and suggestion. He was careful never, by word or act, to weaken or impair the influence of a teacher with her class. His devotion to the interests of his school did more than any rules or precepts to create a like spirit in his assistants. If one brought a divided interest she was 'not to his mind.' During the fourteen years and more that I was with him



my confidence in and respect for him was constantly increasing, and has continued to do so, as I have been in a way to know better the nature of the duties devolving upon him."

The teacher of a primary class in his district says: "I always found him a gentleman, just and conscientious in his frequent visits."

The graduates of the Brimmer School were perhaps the first in the city to form an Alumni Association. Two or three years since it was my pleasure to be present as an invited guest at one of their annual reunions, and it was a delight to see his former pupils, many of whom were already bearing the mark of advancing years, gather around Mr. Bates as children around a loved father at the family Thanksgiving festival.

Among my many associates in the ranks of the Boston Masters, I can recall no one who aimed so much as he did to improve the moral nature of his pupils. He not only seized the opportunity as the events of the day brought a subject to the attention of the school, but he took occasion to give more formal talks on morals to his boys, who were so soon to take a place amid the activities and temptations of city life. It was not so much the curriculum of the school as the character of the man and his desire for their moral well-being, which occasioned this strong hold upon the affections of his graduates, to which Mr. Boardman has referred.

For nearly fifty years the Masters have met once a month at the social board. At first they assembled at the residence of each in turn, or at some hotel as he might elect; but for many years the meeting has been at the School Committee rooms at 4.30 P.M. We have there considered topics of vital interest to the schools. Mr. Bates was an active participant in our discussions and was always earnest in the advocacy of what he deemed the right. The welfare of the schools was dear to him and to wound them was to wound him. His convictions were strong and so often was the language he used to express them. The "hallucinations" of the "zanzumons," to use two of his favorite words, were sure to arouse his indignation and call forth his vigorous protests. His voice and pen were often called into requisition to condemn the course of some official, or to expose the fantastic tricks of some educational humbug. If there were those who doubted the justice of his censure, there were none who questioned his sincerity or devotion.

From these rooms we adjourned to a 6 o'clock dinner at Parker's. By common consent the place of honor, the head of the table, was for years assigned to him. He was our Nestor, without a rival. His massive head, his portly form, and genial face became the place and well did he adorn it.

The last meeting at which he presided was on the first

Tuesday of October, 1874. In the course of his remarks at the table, he said: "From whatever else you deprive me, cut me not off from these monthly gatherings, and you will not, while these eyes can see the way and these feet can tread the path to these meetings and to a seat at this board. Let us cling to this association as our first love, advising one another, helping one another, and so consecrating our whole energies to our noble calling, that when we shall be laid 'each in his narrow cell where heaves the turf in many a mouldering heap,' this, the noblest of epitaphs, shall be engraved on our tombstones: 'Here lies a faithful, devoted teacher.'"

At story-telling, when in a mood for it, Mr. Bates was an adept, but when not inclined to tell one, no amount of persuasion was of any avail. The presentation of a good one by another, however, would sometimes remind him of a better, which he could not forbear to tell. I have seen the company convulsed with laughter upon hearing the same story from him for the twentieth time and of its repetition they seemed never to tire if it came from his lips.

On one occasion, many years ago, with a party of gentlemen, I spent the day in an excursion from Bethlehem, N. H., to the Profile and the Flume. The journey, both there and back, was enlivened with song, and wit, and story. Chief among those who contributed to the pleasure of that memorable day was Mr. Bates. The

pure mountain air and genial company served to exhilarate both brain and tongue, and none present will forget him or the occasion.

Prompted by ill health, Mr. Bates presented his resignation on the 26th of May, 1876, to take effect September 1st. A leave of absence was immediately granted and a committee appointed to present suitable resolutions at the next meeting, which was held June 27th. At that time, Godfrey Morse, Esq., offered the following, which was unanimously adopted:—

*“Resolved*, that the School Committee of the city of Boston, recognizing the faithful and successful labors of Joshua Bates, who for thirty-two years was principal of the Brimmer School, desire to place on record their approbation of the fidelity with which he performed his duties, and attest to the success which has crowned his persevering labors. The Committee regret the loss to the city of so valued an instructor and hope that relaxation from active service will restore him to the enjoyment of his health, while the best wishes of the Committee for his well-earned rest and happiness accompany him to his retirement.”

It is evident that he was not content to be idle, for writing from Florida the following March, he said: “My health is, I think, somewhat improved of late. At times, I feel quite uneasy and long for the profession of my choice, in which I have spent so many happy years, but I will not repine, for I feel most grateful that I have had so many years granted me to work in one of the noblest fields of usefulness.”

I have often heard him say that if he was to live his life over again he would select the same occupation, the profession he so nobly adorned. He often said, too, that he was thankful that his life-work was done when it was; for he saw ominous clouds already above the horizon.

There have been teachers, I fear, even in Boston, who seemed to feel that wisdom was so embodied in themselves, that little could be gained from without and consequently have kept aloof from familiar contact with their associates. Not so Mr. Bates. Whenever we assembled for consultation or to listen to words of counsel from our Superintendent, he was habitually present. After he had, by his resignation, severed his official connection with the schools, and even after he had come to feel deeply the effect of physical infirmities, again and again have I seen him toiling up the two long flights of stairs at Mason Street, that he might enjoy the reading of some paper or listen to a discussion upon some subject in which he continued to take a profound interest.

No one, who has left our ranks and was not in some capacity still connected with the schools, retained to such a degree as did he, his heartfelt interest in them. In 1865, when less than thirty years of age, I was elected Master of the Franklin School, and I desire to bear witness here to the cordiality with which I was received by this veteran in the service, who was my next neighbor.

This spirit was continued to the end, and I recall with satisfaction his many kindly words. I am sure that others, could they testify, would speak of like treatment at his hands.

Upon the return of Mr. Philbrick from Europe, in October, 1873, Mr. Bates was selected by the Masters to offer him in their behalf an address of welcome. Usually, upon the death of one of our number, Mr. Bates was appointed chairman of a committee on resolutions. For this position, he was eminently adapted, in view of his large-hearted sympathy, his just appreciation of men, as well as his power of felicitous expression.

In 1877 a portrait of Mr. Bates was presented publicly to the Brimmer School. He was deeply moved by this act and by the words spoken upon the occasion. I quote from a letter bearing date of March 24, 1877:—

“The many kind things said of me there by past pupils and friends have touched me. I feel that I have not merited all the kindness and warm expressions of regard so generously lavished on me in my old age. After so many years of service in the Boston Schools, I can but continue still to feel the liveliest interest in their welfare and in all that pertains to their success and prosperity. I am often living over the many happy days I have spent in the schoolroom and in the monthly meetings of the Masters for educational improvement and social interchange, where so many good suggestions were made and where those teachers most interested in their work caught a new enthusiasm and entered again on their labors with fresh motives for action and new ideas in plans and methods of instruction.”

In 1880, the degree LL.D. was given him by his Alma Mater, and of this he writes:—

“This honor conferred upon me was doubly gratifying, not only because it is the first instance in which such a degree has been conferred upon a Boston Grammar Master, but also because it is one more evidence that teaching is fast becoming more properly recognized as among the learned and honorable professions, where it certainly deserves to be ranked.”

Mr. Bates continued to the last a firm and devoted friend of Mr. Philbrick, and he could hardly find words to express his detestation of the acts of those who were instrumental in his removal from office. In writing him on one occasion he said:—

“It would seem amusing, if the subject were not too serious for jesting, that men, most of whom are babes in educational matters, should pretend to know more about the management of schools than yourself, who for twenty years have made it the study of your useful and laborious life. My indignation has been roused that some men in Boston, and even some on the School Committee, should ignore your plans and methods. In a short time they will sink into ignoble and forgotten graves, while your name will continue to live on, as one who has done more for the success and prosperity of the Boston schools than any other man. Continue firm, my dear friend, in the views you have expressed and stand unmoved on the ground you have taken, and I know the better sense of all true and practical friends of education will sustain you.”



These were prophetic words and Mr. Bates lived to see them fulfilled, for nearly everything for which Mr. Philbrick contended has since been adopted, while that which he opposed has been discarded. Upon learning that the Memorial Volume of Mr. Philbrick was to be issued, he wrote to Mrs. Philbrick:—

“If any man deserves posthumous reputation, that man is Dr. Philbrick; so distinguished an educator and so noble a man.”

After an examination of the book he wrote again:—

“Now that I have finished reading the various tributes to his memory, I have been most deeply impressed with the nobleness of his character and life. I have always esteemed and honored your beloved husband, but never have I been so impressed with his greatness as I have since reading the tributes to his character from distinguished educators. His influence will live on in future years as one of the greatest benefactors of his race.”

At the early age of fifteen, Mr. Bates became connected with the Congregational Church at Middlebury, but in later life was a regular attendant at the service of the Episcopal Church. He was conservative in his religious views, and as I learned from his own lips, in words spoken with strong emotion, he had a firm conviction of the truths of evangelical religion and the highest esteem for those, who, trusting to atoning blood for



their own salvation, sought in daily life to exemplify the spirit of the Master.

He married, somewhat late in life, a daughter of Hall J. How, of Boston, who, with Frank C., his only child, survives him. For twelve years after his resignation he lived, honored and beloved by former pupils, associates, and friends.

On Monday, June 25, 1888, at the age of seventy-eight, he died at Beverly, where for many years he had made his summer home. In the absence of his own pastor, the rector of Emmanuel Church, Boston, Rev. Ellery C. Butler, of Beverly, a warm, personal friend, officiated at the funeral. The service was short and simple. As it was understood to be private, many who would gladly have been present to pay respect to his memory were denied the privilege. His body rests, where lie so many of Boston's great and good, at Mount Auburn.

His dignified bearing and commanding presence will be seen no more, but he is not dead. Influence is immortal. The infant dying, still lives in the better thought and life of those who loved it here.

The herald of the cross, in foreign lands although called to die, ere yet he has learned to utter one intelligible word in the ear of those he would save, yet speaks to them by the consecration which led him to their shores.

What shall we say, then, of the undying influence of

him, who for almost half a century labored and taught, that he might train, inspire, and elevate thousands of boys, who will ever revere the precious memory of "Master Bates."

## JOSHUA BATES, LL.D., AS A TEACHER.

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BY E. BENTLEY YOUNG, PRINCE SCHOOL, BOSTON.

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“**D**EATH loves a shining mark.” How aptly was this assertion verified, when Dr. Joshua Bates, the well-known and much respected teacher, “gave his honors to the world again, his blessed part to heaven, and slept in peace!”

His public addresses and many papers have made his name a familiar word in educational journals and teachers' institutes. No man as prominent as he should be forgotten. Such a life as his must be replete with “noble deeds and kindly ministrations.” The memory of a man so noted ought to be treasured, his biography written, and his example imitated.

It was the good fortune of the writer to be one of his subordinate teachers for a period of ten years, during which time his respect for and appreciation of the man increased as the years went on. An enumeration of the peculiar characteristics of Mr. Bates, so far as they were manifested in the schoolroom, may not be uninteresting.

He was true to his subordinate teachers, never saying about them what he would not say in their presence. "Once a friend, always a friend." Having once gained his confidence a teacher could feel at ease, for he was sure of support afterwards. It was Mr. Bates's practice to send for a teacher to whom he wished to make a suggestion, and frankly state his wishes; after which the teacher was allowed to reflect upon the request, and comply with it, when convinced of its utility.

He was a persistent manager. He interviewed his teachers again and again upon a debatable question, and generally converted them to his opinions, though it was not an unusual thing for him to yield gracefully to the opinions of others. This trait of character accounts for many of the strong points of his school. Nothing escaped his vigilant eye. Faithfulness on the part of both teacher and pupil was what Mr. Bates expected. His own example in this respect was never questioned.

He was free from jealousy. If a teacher excelled in any department of work, Mr. Bates made the most of the excellence. He has been known to assign the supervision of such work in his school to the teacher in whom he had confidence. If the plan was a success he was outspoken in his commendation.

He was also free from sensitiveness in regard to his school, as compared with others. He has frequently said

to the writer, "Let us do our best, and not decry the work of others, hoping thereby to produce an impression concerning our own that may be undeserved." He always spoke kindly of his brother masters, frequently quoting their opinions as worthy of consideration by his teachers.

Courage was an attribute of character peculiar to Mr. Bates. If he believed a thing to be true he did not hesitate to say so, when he thought the occasion demanded it. He always contended for the right to inflict corporal punishment, and argued in support of the right before the legislative committee, having under advisement the abolition of such punishment in the schools of the State, although such action tended to make him unpopular. He advocated giving the teacher the power to punish, but holding him responsible for its exercise. In his school, however, his influence was always exerted against its use. The teacher who got along without it received his warmest approval. Many a boy now living will testify to his saying to the scholars sent to him when the Brimmer was organized in 1844, that punishments were to be the exception and not the rule in his school. So far as the observation of the writer has extended, he was true to his assertion.

He was a kind-hearted man. His sympathy for a deserving pupil was active. His generosity was frequently

manifested. If money was needed to procure any appliances for use in the school, not obtainable from the school committee, Mr. Bates would procure it from his own means. He has repeatedly purchased shoes and clothing for poor boys, to enable them to attend school in proper attire. Boys, who seemed to him especially deserving, have received books as presents. His teachers, too, have unexpectedly been noticed in the same kind manner.

He had a remarkable faculty for working his teachers in such directions, outside of their regular duties, as seemed in his judgment best for the school as a whole. In this way, nothing was neglected about the building or lost sight of in the running of his school. His vigilance and kind appreciation of what was done always secured the attention desired.

He was methodical. Eight o'clock was his hour for reporting for duty in the morning. Many a boy has voluntarily gone to school at that hour to do something for Mr. Bates, or to study the lessons for the day under his direction.

He was devoted to the profession, seemed never to tire of it; he has repeatedly said that were he to live his life over again he should adopt teaching for his calling.

No doubt he was conservative as to the introduction of new methods in teaching. His recent articles go to show

his impressions concerning the so-called "new departure" in educational methods, but when in the prime of life, in the full maturity of his powers, he was on the alert for new ideas. Many a change has been made in his plans through the influence of friends whose opinions he respected. It would be unjust to his memory to say that the school, when he left it, was in any respect behind the others of the city in its standard. Such was confessedly not the case; and yet he presided over it for thirty-two years, during which time many innovations were made in the administration of the city schools.

As a teacher Mr. Bates was rigorous and exacting. He liked the boy who had the courage to stand up and state his conclusions fully and connectedly. He was bitterly opposed to pretence, and did not hesitate to "show up" the pupil who indulged in it. He always encouraged painstaking handiwork, whether in the direction of drawing, penmanship, or printing. Had he taught in these days he would have been an earnest advocate of manual training. In fact, not long before his death, he wrote an article strongly favoring such training. Who will say he was not progressive?

His keen sense of humor, and readiness to tell a mirth-provoking story, will long be remembered by his co-laborers in Boston. Cheerful, unsuspecting, and confiding, he gained the respect and good will of all with whom he came in contact.

He did all in his power to maintain the dignity of the teacher's vocation; always wrote and spoke, when the opportunity was offered, upon the propriety of calling teaching a profession. He would have the teacher worthy of his calling, and respected accordingly. He was a careful student of the lives of eminent teachers. One of his most valuable lectures was the result of such study; namely, "Dr. Arnold as a Teacher." It was published and extensively read at the time.

That his old pupils regarded him affectionately is evidenced in their procuring and presenting to the Brimmer School an elegant oil painting of Mr. Bates. It hangs upon the wall of the exhibition hall to-day, an enduring witness of their appreciation of his worth as an instructor and a man.

Any teacher may profitably emulate his virtues and study his life. Were all teachers as honest in their work, as devoted to their calling, as considerate of others, as generous and true in all the relations of life as he, the world would be the better. — *Journal of Education.*



LETTER OF JAMES A. PAGE, ESQ., MASTER OF  
THE DWIGHT SCHOOL.

Mr. JOSHUA BATES, late master of the Brimmer School in Boston, was born in Dedham, Mass., on the 17th of March, 1810. He died at Beverly on the 25th of June, 1888. His space of life was therefore seventy-eight years.

When he was eight years of age his father was elected president of Middlebury College. He was sent by his father to Andover to fit for college, and graduated honorably at Middlebury in 1832. The next year he entered upon his life work as a teacher, and in his twenty-fourth year he was elected to the mastership of one of the important schools of Charlestown. From 1844 to 1876 — a period of thirty-two years — he was master of the Brimmer School in Boston.

It would be interesting to trace his progress as a boy, a student, a man, and a teacher, — he was honored in each of these relations, — but it is chiefly as a teacher that he is known to this generation, by whom he will be held in high and loving regard. To give a slight outline of the spirit of his teaching will be therefore the object of this sketch.

He made traditions ; he established rules and regulations for the government of the Brimmer School which in time had not

only the force of law, but of *good form* as well. It was the thing for every decent boy to conform to them.

He was especially anxious concerning the morals and manners of his pupils. His conception of his duty to the school embraced his duty to the State and to the community. He magnified his office in a good sense. He was fond of saying, in a not wholly humorous way, that the master of the school is greater than the State, for he is dealing with the material that makes the State.

He was sure that he ought to turn out good citizens from his school, and so he spent a certain portion of one day in the week in giving carefully prepared talks on topics that developed character. This was consonant with his definition of education; that it was not so much knowledge given, or so much instruction imparted, or so much learning from books or any other source, but a long, constant, intelligent discipline that finally discovered the boy to himself, told him his unknown powers, and turned him out at last sound in morals, mind, and body.

As a result there was a certain solidity, seriousness, and self-respect, as well as courtesy, preceptible at all times in his classes. That he was justified in the course he took to impress on his pupils the supreme importance of character and manners is confirmed by the following extract from good authority:—

“In America there are at present certain especial influences under which the average man or woman is learning those ele-

mentary rules of manners, which furnish the foundation for even (conventional) good breeding. One of these is the public school, where from every pupil are exacted, for five or six hours a day, the minor habits of outward propriety, such as cleanliness, self-control, order, reticence, mutual courtesy. Whatever else the public school system inculcates, it certainly teaches these things."

Joubert says of the English, "*Ils sont élèves dans le respect des choses sérieuses,*" and Col. Higginson declares that this grave purpose lies at the foundation of what is noblest in manners.

Any one of Mr. Bates fine qualities, his talent for administration, his sound judgment, his prompt and firm decision, would have made him a marked man and a good teacher; but when there was added to these a power of drawing young men's hearts to him, a sense of humor that never failed, and a fidelity that had a staying quality in it, like the star that hath no fellow in the firmament, — then it is that the memory of him becomes a precious inspiration.

Mr. Bates was a broad-hearted man. He not only gave his sympathy largely, he craved that of others. If it is delightful to read the letters of encouragement he scattered along his way, it was touching to see his face light up at the coming of an old friend. Especially memorable was it to see the closer growing attachment as the years went on between himself and his oldest colleague in the service, Mr. Hyde, the eminent ex-master of the Everett School. Well has it been said that when two such men left the service, it was no common event.

Mr. Bates felt proud of his calling. He called it a profession. As he followed it, especially in its relation to the poor and the weak, it was a sacred one.

“ It may be glorious to write  
Thoughts that shall glad the two or three  
High souls, like those far stars that come in sight  
Once in a century ;

But better far is it to speak  
One simple word, which now and then  
Shall waken their free nature in the weak  
And friendless sons of men.”

LETTER OF W. L. P. BOARDMAN, ESQ., MASTER OF  
THE LEWIS SCHOOL.

MY DEAR MRS. BATES, — I can pay no higher tribute to his integrity and his uprightness of character and purpose than by assuring you that, after fifteen years of almost daily personal relations with Mr. Bates, and more than thirty years of acquaintance and association, I find my esteem and confidence unchanged, except by augmentation.

During almost fifteen years that I was in the school with him, I cannot recall a word or act of his relating to myself, which was, in the slightest degree, unjust, ungenerous, unkind, or impatient. It is a wonderful record; and, considering that during much of that time he was enduring great physical discomfort, and remembering, also, my many "occasions for reproach," it reflects the highest credit upon the sterling qualities of his mind and heart.

In my estimate he stands eminent for his manliness, his fair mindedness, his faith in his friends and in his profession; in short, in all that goes to make up, in a man, what we intend to express by the word, "character."

His entire devotion to his profession was phenomenal, and worthy of imitation and emulation by all, in whatever calling in life; others may make more elaborate and discriminating analysis

of him and of his labors. For myself, when "he rested from his labors," I felt the loss of a true friend, an honest, earnest, faithful man, for whose work we, his fellow-teachers, and the world, are better; and heard, with the ear of faith, the "well done, good and faithful servant," with which he was welcomed "into his rest."

The remembrance of his honorable and useful life will be a blessed legacy for yourself and your son. May the good Lord deal very kindly with each one of you.

Ever very truly yours,

W. L. P. BOARDMAN.

RESOLUTIONS PASSED UNANIMOUSLY BY THE  
ALUMNI ASSOCIATION OF THE BRIMMER  
SCHOOL, JANUARY 9, 1889.

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IN MEMORIAM.

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SINCE the last annual meeting of this Association, death has removed our former esteemed and respected teacher, and our devoted and beloved friend, Joshua Bates.

As a tribute to his memory, and the loving appreciation between him and the members of this Association, the following resolutions are respectfully submitted:—

*Resolved,* That in the death of our late master, Joshua Bates, the Alumni of the Brimmer School have lost not only a beloved teacher, but a devoted friend.

*Resolved,* That the pleasant relations which existed for nearly half a century between him and his pupils, and between him and his assistant teachers, are among the pleasant memories of our schoolboy days and our maturer years.

*Resolved,* That in the death of Master Joshua Bates, the cause of common school education has lost a life-long, able exponent, a warm advocate, and that the several communities

in which he so long and so faithfully labored have lost a ripe scholar, an upright man, and a good citizen.

*Resolved*, That the above is duly entered upon the records of the Association, and a copy of the same sent the family of the deceased.

WILLIAM C. ULLMAN,  
Q. D. DICKERMAN,  
FRANK C. BUNDY,  
E. BENTLY YOUNG,  
FRANK E. DREW.

*Committee of Resolutions.*

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